

Bartle Frere State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Bartle Frere State School sits near the base of Mt Bartle Frere, the highest mountain in Queensland. Our school vision reflects this mountain back drop; High Achievers-Climbing to the Top! Our focus everyday is about every child reaching their full potential. This is achieved through a whole school approach in academics and student well being. Long standing staff have a commitment to:

- Every student achieving everyday
- Individualized instruction to support academic and social/emotional resilience
- Zero bullying through a family approach to the school's culture
- Expectations of high standards of student work
- Explicit teaching everyday as part of the school's improvement agenda

The scope of this report includes:

- The goals achieved in 2015 and future commitments.
- A school profile providing the characteristics of the student body.
- An overview of the Scholl Disciplinary Absences.
- Details of our distinctive curriculum offerings together with extra curricula activities.
- Details of the social climate of the school.
- Satisfaction levels of the parents, students and staff.
- A profile of parent involvement in their child's education.

School progress towards its goals in 2015

In 2015 the school focused on 5 key areas of improvement:

1. Improving the delivery of student success in Literacy, Numeracy and Science.
2. Refining and embedding data based decision making

3. Connecting Parents and Caregivers with their child's learning
4. Refining and embedding Planning and Accountability Systems at all leadership levels
5. Building the capacity of the school workforce

The school workforce were involved in a range of professional development opportunities to enhance learning across a Prep-6 multi-age classroom. This included training in explicit teaching of multi-age units of work in English, Maths and Science, using the "Curriculum into Classroom" units of work. Internal data dictated where students were on the continuum of learning enabling specific focuses to improve every student. Communication to Parents and Caregivers enhanced the school's learning agenda through a school community approach to improvement. The leadership team explored a range of system management programs that would be effective for a small school, which after implementation, was successful based on the school's internal audit. Workforce Performance Plans were used to improve the capacity of teaching, learning, health and safety and management systems. The school has endorsed this cycle to identify, improve and effectively enact areas of improvement for the future.

Future outlook

In 2016 the focus on the school's explicit improvement targets are:

1. Embedding and refining accountability systems at all levels including the school's pedagogical framework, whole school curriculum plan and a small school's system management program for improvement.
2. Improving literacy through developing a 'Small Schools Reading Program,' that focuses on a range of proven strategies using research based data.
3. Further improvement in literacy and numeracy targets using data based decisions, internal resourcing and professional development.
4. Increasing enrolments through the delivery of advertising, community participation, celebration of school successes and communication to local advertising agents.
5. Improving the success in Science with a focus on explicit teaching everyday and the professional development needs to enact this.

In 2016 the focus will be developing a Small Schools' System Management Program that is comprehensive and generic to other small schools who may wish to utilise it. These systems will cover the whole school, learning and workforce areas. Through this the school can improve accountability systems at all levels. Professional development will focus on specific improvement in reading, number and science as this is a focus area for the school. Professional development and research will allow for a more strategic approach to reading, number and science. Advertising and better communication to the community and local towns will increase enrolments for the future.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school: 9

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	16	10	6	2	72%
2014	14	6	8		67%
2015	9	3	6		67%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The student body of the school are from rural/urban backgrounds. Occupations vary from self-employed, farming families and professions. Our school is within a low socio-economic area with high unemployment. Infrastructure is low with the school being the only resource available to the community. Unemployment is 7%. Religious background is 31% Catholic and 28% non-religion.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 6	18	20	12
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	9	0
Long Suspensions - 6 to 20 days	1	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- LOTE-Japanese (Years3-6)
- Instrumental Music (Years 4-6)
- Health and Physical Programs
- Music from Prep-Year 6
- Multi-age units of work in English, Maths, Science, History and Geography using "Curriculum into the Classroom" units.

Extra curricula activities

Our students are offered a variety of extra-curricular activities to enhance their learning journey. These include:

- Leadership Camp
- Premier's Reading Challenge
- Professional Tennis Coaching
- Swimming Term 4
- Jump for Heart (Term 3 skipping program)
- Fruit and vegetable gardening
- Environmental Projects
- Small Schools' Sport and Activity Days
- Before School Homework Program
- Prep- programs focus on the interests of the child

How Information and Communication Technologies are used to improve learning

Digital technologies are implemented to support the learning agenda in the school. We have three digital instruction areas for teachers, specialist teachers and teacher aides to deliver programs. Additionally we have 1:1 laptops for every student in the school. The school uses a computer skills checklist to monitor where students are and ways to upskill information technology skills. Our Curriculum into the Classroom Units of work allow all students to showcase these skills through using multi-modal text as part of assessment opportunities. Students use a range of computer programs including typing skills, Maths Lab, PowerPoints and Publisher. With NAPLAN being delivered online in the future, all students will be competent users to complete national tests successfully.

Social Climate

The school's social climate is very positive due to our school philosophy of "A Happy Day Everyday" approach to student well being. We operate a School Wide Positive Behaviours for Learning Program which actively teaches positive behaviours that enhance childrens' success at school and beyond. Our School Opinion Survey shows 100% satisfaction that our school is a safe school over many years. Social and emotional well-being is addressed through a buddy system during class and play time. Our P&C has endorsed our Responsible Behaviour Plan where the focus is on positive reinforcement. Students of the Week are celebrated on assembly each Monday. Communication of regular newsletters and seeing parents everyday allows for any issues to be addressed promptly. Our Guidance Officer regularly visits the school to work with all students on strategies of resilience, compassion and care of others. The school regularly reminds students of the 7 values of the school and ways that may enhance relationships with others.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	100%	100%	DW
their child likes being at this school (S2001)	100%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	80%	100%	DW
their child is making good progress at this school (S2004)	80%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns (S2009)	83%	100%	DW
this school works with them to support their child's learning (S2010)	100%	100%	DW
this school takes parents' opinions seriously (S2011)	100%	100%	DW
student behaviour is well managed at this school (S2012)	83%	100%	DW
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	88%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	75%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	88%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	75%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	100%	100%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Bartle Frere School community value their children's education and while small, parent engagement with the school is high. Culminating Days allow students to showcase their learning to parents. Regular P&C Meetings are focused on school improvement. The P&C are highly involved with Family Play Group focusing on the Early Learning Framework to support Pre-Prep children into the school. The school community is actively involved in a range of community events including our Annual Teddy Bears' Picnic, Babinda Harvest Festival and Small Schools' Sports Day. Adjustments made in the school support and assist all students who may have diverse needs, allowing them to fully participate at this school. Adjustments include social/emotional well being and development, differentiation to access all curricula and any physical or environmental factors that may have an impact on access.

Reducing the school's environmental footprint

The school has an active Student Council who work hard to reduce the school's environmental footprint. Water saving devices has reduced our water consumption. The school is currently working on approaches to reduce electricity consumption using a whole of school approach through student monitoring.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	9,996	477
2013-2014	7,604	538
2014-2015	11,410	194

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

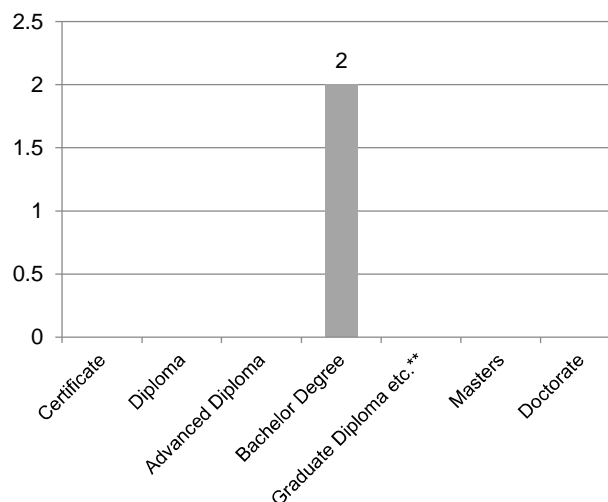
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	2
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	2



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$3980

The major professional development initiatives are as follows:

- Principals' Conference Brisbane
- Swimming Coach Course
- Anita Archer Explicit Instruction
- First-Aid
- Digital Technologies Workshop

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

- First Aid
- Reading Workshop
- Australian Early Development training
- Explicit Instruction
- Budget and Finance

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	85%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	DW	

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

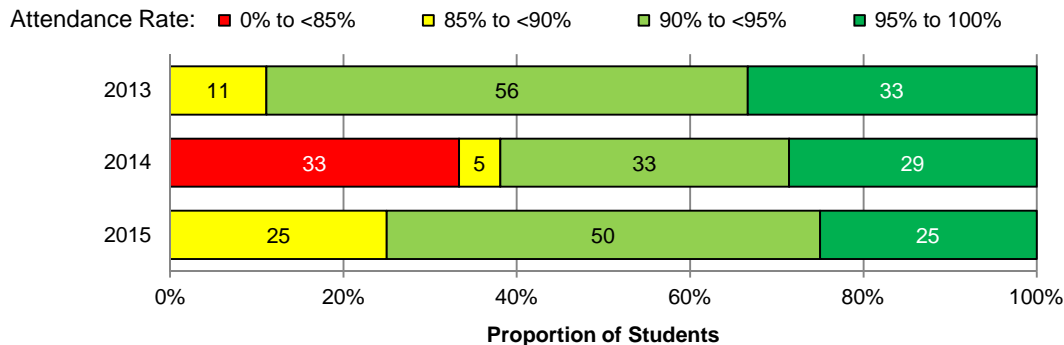
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	93%	92%	95%	93%		93%	92%
2014	90%	98%	81%	86%	DW	87%	DW	81%
2015	DW	95%	DW	89%	94%	DW	92%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. School rolls are marked twice per day and phone calls are made to parents whose child is not at school. Communication to parents is vital to increase attendance. We do this regularly by sending home letters celebrating attendance at school and the importance of being at school everyday. Unauthorised absences of students is followed up with a letter sent home generated from One School. Through P&C Meetings the school has communicated regional attendance targets. One School Dashboards are analysed each fortnight and attendance measures communicated via the school's newsletter. The Bartle Frere State School Attendance Policy is reviewed, updated and communicated to parents every year covering:

1. The importance of attending school
2. Responsibilities of the school, parents and students
3. Attendance targets
4. The school's responses to absences
5. Parents seeking exemptions
6. Strategies to support attendance

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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